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ABSTRACT

This guide, which is one of a series of three guides designed to provide state and local leaders, policymakers, practitioners, and other stakeholders with information about the work-based learning component of the School to Work Opportunities Act, deals with career exposure. The introduction traces the history of school-to-work initiatives, lists components of successful programs, and explains the guide's purpose and use. Discussed in the remaining six chapters are the following: the school-based learning component of school-to-work programs, career exploration programs, service learning, school-based enterprises, career internships, and career academies. Each chapter contains an overview of the program followed by: a description of the program type; participant outcomes; required design criteria; benefits to students, employers, and schools; keys to successful programs; credentials earned through the program; and related resource materials. Throughout the guide, special attention is given to Michigan work-based learning programs and related resource materials and resource organizations. Contains 21 references and a glossary. (MN)

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A Guide to Work-based Learning Programs:

Part II - Career Exposure

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First Edition - 1995

A Guide to Work-based Learning Programs: Part II - Career Exposure

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Preface

Effective School-to-Work systems assist students in making the transition from school to work. This transition may lead to a good first job on a career pathway, further training in a highly skilled occupation, or continued education in a college or university.

Michigan's School-to-Work system is achieved by building upon and enriching current promising practices and delivering them through programs that contain the following basic components:

- school-based learning; including career awareness, exploration, counseling, challenging academic and skill standards, coherent and articulated instruction, and regularly scheduled evaluations of programs;
- work-based learning; including planned occupational learning and experiences relevant to a student's career and leading to the award of a skill certificate, paid work experience, workplace mentoring , and instruction in general workplace competencies; and,
- connecting activities to ensure coordination between the work-based and school-based learning components.

The Michigan School-to-Work system is designed and implemented by state and local personnel who work collaboratively to establish partnerships of employers, schools, labor organizations, parents, students, and community members to meet their community needs.

Common features of each community School-to-Work system are the integration of work-based and school-based learning, the integration of occupational and academic learning, the linkage of secondary and post secondary education and the preparation of students for employment in broad occupational clusters or industry sectors -- all resulting in students attaining one or more of the following:

1) a high school endorse diploma, or its equivalent;
2) a skill certificate;
3) a certificate or associate degree recognizing successful completion of one or two years of postsecondary education;
4) a first job on a career pathway, or
5) further training, including registered apprenticeship, or continuing education in a college or university.

Successful School-to-Work programs require the active involvement of educators, business, community, and labor leaders. Employers, in partnership with labor, define the skill requirements for jobs, participate equally in the governance of programs, offer quality learning experiences for students at each worksite, and provide jobs for graduates upon successful completion.

A Guide to Work-based Learning Systems: Part II - Career Exposure

Chapter 1
Introduction to the Guide

Overview

Background

A higher percentage of students in the United States enter college than in other countries, and college is perceived as an option for almost all students. In most respects, this concentration on the ideal of a college education for all has been a positive force in the nation's success.

American Demographics and Industry are Changing

In recent decades, however, as American demographics and industry have been rapidly changing, it is increasingly clear that the concentration on going to college has also created barriers in the path of those who choose to enter the workforce after high school.

About half of U.S. youth do not go to college, and they receive little assistance in making the transition from school to work. Generally, U.S. schools direct most of their resources toward preparing students for college. Yet, only about 20 percent of U.S. youth complete a 4-year degree. Many flounder in the labor market upon leaving school, jobless, or obtaining jobs with few opportunities for advancement. Beyond the problems these individual youth face, an inadequately skilled young work force undercuts the ability of the United States to compete in the international economy.

Many labor experts say that the United States does less than any other leading industrial country to help youths make the transition from school to the work place. This, they say, especially hurts those who do not go to college because they obtain little guidance in finding jobs and little training for specific occupations.

Youth in Transition

The majority of high school students start their transition to work well before they graduate. More than 50 percent of all 11th graders and nearly two-thirds of all 12th graders have jobs while they are in school. Most of the jobs that students hold are obtained by the students themselves and are totally unrelated to school. From School To Work, published by the Educational Testing Service Policy Information Center, concludes "The school and work lives of students are entirely separate, and although the school and employer interact with the same student, little advantage is taken of this connection."

Far too little is being done to prepare young people to succeed in increasingly high skill, high performance jobs. The need to build effective links among high school, post secondary education, training, and the workplace has never been more urgent.

What is needed is to help all young people make a successful transition from school to a job with a real economic future and to additional education and training opportunities.

National Legislation

Recognizing the need for providing successful transition opportunities from school to work, the U.S. Congress passed and President Clinton signed into law the School-to-Work Opportunities Act of 1994.

The purpose of the School-to-Work Opportunities program is to 1) integrate work-based learning and school-based learning, academic and occupational learning and build effective linkages between secondary and postsecondary education; 2) provide all students with opportunities to complete a career major; 3) incorporate the program components of school-based learning, work-based learning, and connecting activities; 4) provide students with strong experience in and understanding of all aspects of the industry they are preparing to enter; and 5) provide all students with equal access to the full range of program components (including both school-based and work-based learning components) and related activities, such as recruitment, enrollment, and placement activities.

Michigan Education Reform

On December 24, 1993, the Michigan legislature approved school reform amendments (P.A. 335 and 339) which provide a statutory framework for implementing the School-to-Work system in all Michigan Schools. Every school district must have a school improvement plan which:

- determines whether the existing school curriculum is providing pupils with the education and skills needed to fulfill adult roles;
- develops alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies;
- identifies the adult roles for which graduates need to be prepared;
- identifies the changes which must be made in order to provide the graduate with the necessary education and skills;

- identifies ways to make available in as many fields, as practicable, opportunities for structured on-the-job training, such as apprenticeships and internships, combined with classroom instruction; and,

- uses technology as a way of improving learning and delivery of services and for the integration of evolving technology into the curriculum.

Every school, school improvement team, principal and teacher, and local school board in Michigan must address the components of School-to Work in their school improvement plan. School improvement legislation along with historic school financing reform measures have created the opportunity to implement a quality School-to-Work system in Michigan to serve all students. This new system will require schools to interact with employers in new ways and demand profound changes in how educational services are delivered.

Components of Successful Programs

Although no single School-to-Work strategy is appropriate for all local communities, experience demonstrates that certain core components are essential.

These include:

Work-based Learning
Work-based learning includes both paid and unpaid work experience; a planned program of job training with progressively higher skills; workplace mentoring and instruction in general workplace skills, including how to acquire and use information, understand and master systems; and how to work with new technologies.

School-based Learning
School-based learning includes career exploration and counseling. Students should have the opportunity to select a career major, to the extent practical, not later than the beginning of the 11th grade. Of course, there should be sufficient flexibility to allow students to transfer among majors. Students should receive periodic evaluations to identify their academic strengths and weaknesses, and to identify the need for additional learning opportunities to help them to master core academic skills.

Connecting Activities
Effective linkage between school and work learning depends on communities building bridges between the two worlds. For example, students need to be appropriately matched with employers' work based learning opportunities and a liaison between the employer, school, parents, and students must keep things moving smoothly.

Technical assistance should be provided to design work-based learning components and to train teachers, mentors, and counselors. Information regarding post program experiences of students who participate in the program should be collected and analyzed in order to improve the program for future students.

Purpose of the Guide

This guide is one in a series and provides information on the work-based learning component of the School-to Work Opportunity Act which includes:

1) work experience;

2) a program of job training and work experiences, coordinated with learning in the school, that are relevant to a career major and lead to a skill certificate;

3) workplace mentoring;

4) instruction in general workplace competencies; and

5) broad instruction in all aspects of the industry.

Work-based learning occurs through school based enterprises and work site based learning activities conducted by area centers, high schools, and community colleges in Michigan.

Core Principles

Five core principles are essential for all school-to-work transition programs:

- Clear standards for credential and certification must be identified;
- Experienced based teaching in classrooms should develop cognitive as well as practical skills;
- School based programs and curriculum should build upon related work experiences;
- School-to-work linkages should reward school learning and effort with good jobs; and,
- Work-site based learning methods must build upon school learning and be connected to the schools program and curriculum.

Focus of This Guide: Career Exposure

> Although effective school-to-work programs involve the above principles this guide is primarily focused on specific school-to-work transition programs which aim for the development of career awareness and exposure.

Intended Users

This guide has three audiences. The primary audience is state and local leaders (e.g.. education, community, business and labor) who are involved in the entire process of planning and implementing school-to-work transition programs. A secondary audience includes policy makers, teacher educators, researchers, and others who might be interested or indirectly involved with school-to-work transition. A third audience includes representatives of the many stakeholder groups involved in the planning and implementation process, including students, parents, and employers. It is the intent of this guide to bring a new level of understanding about school-to-work system, and in particular the work-based learning programs, which stress career exploration and awareness to each of these audiences.

For all three audiences, it is recognized that additional detail is needed to make this guide useful for day to day planning. However, it is believed that this activity must be accomplished at the local level in order to address the specific training and employment needs of local area partners.

Organization of the Guide

This table shows how the guide is organized and describes and describes briefly the contents of each chapter.

Chapter	Title	Overview
Chapter 1	Introduction to Guide	Provides background for School-to-Work Initiative
Chapter 2	School-based Learning Component of School-to-Work Programs	Presents major principles of school-based learning in relation to work-based learning
Chapter 3	Career Exploration Programs	Overviews various programs for career exposure
Chapter 4	Service Learning	Explains the concepts of youth service and service learning
Chapter 5	School-based Enterprises	Overviews school-based enterprises and relationship to school-to-work
Chapter 6	Career Internships	Explains internship programs
Chapter 7	Career Academies	Details a promising practice for career preparation

How to Use the Guide

This guide has been prepared using Information Mapping® style of writing. This approach is designed to present information in a concise, easy to read fashion. It supports a reader's ability to scan a document and quickly find information that is needed, especially with the assistance of the *Detailed Table of Contents* at the front.

The use of the modular units and blocks of text enable the reader to choose information that is needed without having to sort through pages of text. Research conducted on Information Mapping ® has shown that it cuts down on reading time by as much as forty percent. And, because it is easy to find information and move through the document in ways that make sense to individual readers, it is also easier to learn and relearn information.

The reader is encouraged to examine the *Detailed Table of Contents* carefully to gain an understanding of the information presented in the entire guide. Then, the reader may wish to read about a particular topic of interest or scan the entire document to get an overall sense of the information presented.

The goal has been to prepare a document that presents a vast amount of information about the planning and implementation regarding the

school based learning component with a particular focus on work-based programs for career exposure.

Chapter 2
A Review of the School-based Learning Component for School-to-Work Programs

Overview

Background

A general level of agreement can be found in both the literature and among practitioners about the necessary principles for the school-based learning component of effective school-to-work transition programs. These principles are as follows:

- a broad and diverse number of career pathways should be made available so that students can explore and enter different industries, occupations and specialized fields;
- a lifetime learning emphasis in workplaces and educational institutions;
- a more systematic labor market information system to share information about employment and earning potentials of different careers to better assist students in the career decision-making process.
- a systems approach for school-to-work initiatives, rather than a collection of individual or pilot programs;
- an increased emphasis on career education and guidance so that students have a broad understanding of the industries that make up our economy and the career opportunities which they provide;
- an effective system to generate and share information about student achievement (competencies and skills) for employer hiring decisions;
- curricula and teaching strategies which stress active, contextual learning, broad rather than narrow skill training and the integration of academic and vocational education;
- commitment on the part of employers to provide work and learning opportunities to help connect students to the labor market in a more systematic and meaningful manner; and,
- universal access for all students to avoid stigmatizing the program to defined populations with certain qualifying criteria. (Karis, 1993)

A Systems Building Foundation is in Place

The state of Michigan has a systems building foundation for an effective school-to-work initiative. This foundation is characterized by the following features:

- a comprehensive K-12 system with an excellent secondary career and technical education component;
- a network of 29 community colleges offering advanced and specialized skill training opportunities;
- tech prep consortia which allow for preparation in various career pathways;
- a legislated mandate in Public Act 25 of 1990, as amended, which requires school improvement plans with a school-to-work component, accreditation for each building, an annual status report for each building and provides for a "core curriculum"; and,
- a Michigan Jobs Commission to coordinate the various activities of the school-to-work initiative and provide useful labor market information to employers and students.

In This Chapter

This chapter explains school-based learning in relation to work-based learning programs which focus on career exploration and exposure. This chapter is intended to provide a general understanding regarding the different types of programs, program design, and characteristics of effective programs. In addition, the benefits of work-based learning programs which stress career exposure for students, employers, and educational agencies are explained.

This chapter covers the following topics:

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Required Design Components for Career Exposure Programs	2-5
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School-based Learning Programs

School-based learning includes career exploration and counseling. Students should have the opportunity to select a career major, to the extent practical, not later than the beginning of the 11th grade. Of course, there should be sufficient flexibility to allow students to transfer among majors. Students should receive periodic evaluations to identify their academic strengths and weaknesses, and to identify the need for additional learning opportunities to help them to master core academic skills.

Examples of school-based learning programs which assist in the transition from school to work in Michigan include the following:

- Applied Academics programs in communications, mathematics, and science.
- Career & Technical Education programs available through area centers, comprehensive high schools and community colleges.
- Comprehensive Guidance/Counseling Program for Michigan. The Comprehensive Guidance and Counseling program is a systematic process for providing standards of quality and equity for all students. The program is designed to meet the affective and cognitive needs of all students in the content areas of: career planning and exploration, knowledge of self and others, and career/technical development.
- Education/Employability Development Plans (E/EDP). The purpose of an E/EDP is to provide a mechanism for the planning, development and documentation of competencies to improve the long-term employability of students whether the career pathway is K-12, K-13, K-14, or includes a certificate, associate degree, or baccalaureate degree.
- Endorsed State Diplomas. The endorsed diploma will signify that a student in Michigan has attained satisfactory scores in one or more subject areas on the Michigan Educational Assessment (MEAP), or locally developed and state approved test.
- Michigan Educational Assessment Program (MEAP). MEAP assesses students in grades 4,7 and 10 in math and reading; and in grades 5, 8, and 11 in science. Beginning in 1997 students scheduled to graduate need to demonstrate proficiency in communications, math, and science.

- Michigan Occupational Information System (MOIS). MOIS is a cooperative program of the Michigan Department of Education, the Michigan Employment Security Commission , and the Michigan Jobs Commission to help people to choose careers using current, accurate, and locally relevant occupational and educational information. MOIS provides this information via microfiche and computer delivery.

- Student portfolios. Student portfolios record the progress and outcomes based upon an E/EDP and include the following information;

  (1) academic achievement
  transcripts of classes/grades, career exploration, assessment tests, and authentic assessment;

  (2) career preparation
  career/technical training, career exploration, postsecondary exploration, work-based learning experiences, and community service; and

  (3) recognition and accomplishments awards and certificates.

- Tech Prep programs operated between area centers, high schools, and community colleges. Tech Prep integrates applied learning across disciplines through a consortium of educators, business, and labor. The curriculum begins in middle school, secondary education, or adult education with a planned sequence of academic and technical courses. The sequence of courses are articulated with an associate degree, two-year certificate, or an apprenticeship program of at least two years in length following secondary instruction.

Career Exposure Experiences

Many school-based learning programs include planned learning experiences that utilize business and industrial sites for career exposure, as part of regular academic, career, and technical programs. These career exposure programs use experience in workplace settings to achieve desired educational outcomes and are organized so that learners acquire important knowledge and career information for future work, career, and other life roles.

The major types of school-based learning programs which stress career exposure and are used in Michigan high schools, area centers, and community colleges are as follows: career exploration, service learning, school-based enterprises, career internships, and career

academies. The main distinguishing feature of these school-based learning programs is the focus on career exposure, rather than occupational learning. Because of the emphasis on career exposure and exploration, students are typically not paid for the experience.

Participant Outcomes

The objective of school-based learning programs is to provide learning opportunities to students beyond the school into a productive environment. Such plans usually involve students as unpaid observers or participants and can be for time periods ranging from single or multiple class sessions, to several days, to several weeks in length at one or more employer locations.

Required Design Criteria for Career Exposure Experiences

Effective school-based learning programs, with a focus on career exposure, have the following required program criteria:

- career exploration and counseling;
- challenging academic standards;
- initial "career major" selection;
- program of study which may meet the requirements needed to earn a "skill certificate:" and,
- regularly scheduled evaluations of core academic skills.

These types of school-based learning programs should not be separate from existing school offerings. School-based learning programs regardless of type and length of experience should be part of an integral, natural, and continuous career development process for students.

Effective career exposure programs ensure that students:

1) are exposed to careers:
2) are integrated with existing schools programs; and,
3) use relevant training experiences provided by business and industry.

School-based learning programs with career exposure components can be highly effective at both the secondary and post-secondary levels. While the specific objectives may vary among the variety of career exposure programs, all school-based career exposure programs are designed to benefit students, employers, and school officials.

Benefits of Career Exposure Experiences

Benefits for Students

The benefits for students from participation in school-based learning programs with a career exposure component include, but are not limited to, the following:

- provides a smoother transition from school to work through the development of career and employability skills;
- develops students maturity by strengthening resourcefulness, problem-solving skills, self-confidence, self-discipline, and responsibility;
- develops human relations skills through personal interaction with employers, customers, and clients;
- combines career exposure with classroom/laboratory theory and training;
- provides realistic learning experiences that help to develop interests, abilities, and the acquisition of career development information;
- provides educational guidance, counseling, and supervision to match career interests;
- provides academic credit towards a diploma or associate degree; and,
- enhances employment opportunities after program completion.

Benefits for Employers

The benefits to employers participating in school-based learning programs with a career exposure component include, but are not limited to, the following:

- assists in recruitment of present and future employees;
- creates a partnership between business and education; and,

- provides an opportunity for community and social involvement.

Benefits for Educational Agencies

The benefits to educational agencies participating in school-based learning programs with a career exposure component include, but are not limited to, the following:

- extends classroom/laboratory experiences to the world of work for participating students;
- involves employers in helping to assure realistic academic and real world experiences;
- provides school personnel with access to current business and technological developments helping to assure professionally competent personnel and relevant instruction; and,
- provides students with exposure to current practices, processes and up-to-date technologies.

Keys to Successful Programs

Traits of successful career exposure programs include the following:

1) students who participate in career exposure learning programs receive assistance with career awareness, exploration, career planning and decision-making and placement activities in their academic and career and technical education programs.
2) students have been properly selected and placed in career exposure programs which meets their career needs and interests.
3) the career exposure programs which are offered by the school have the cooperation and active participation from the community and provide quality real world experiences.
4) the career exposure program is integrated with academic and career and technical instruction to allow students to progress in a career and/or continue for additional education or training.

Credentials

The following credentials for students will be possible for the successful completion of a school-based learning program which has a career exposure component:

- completion of an "endorsed" high school diploma with high academic standards; and,
- documentation of various career exposure experiences in a portfolio for future educational or employment reference.

Resources

Agencies and Associations

Michigan Department of Education, Office of Career and Technical Education, P.O. Box 30009, Lansing, MI, 48909.

Michigan Jobs Commission, Office of School-to-Work, 201 North Washington Square, Victor Office Center, 3rd Floor, Lansing, MI, 48913, (517) 373-6432.

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Chapter 3
Career Exploration Programs

Overview

Background

Many students fail to see the relationship of what they are learning in school with the realities and expectations of the workplace. Some students suffer from the twin problems of inadequate academic preparation and a lack of exposure to the workplace. Far to many students do not understand how to apply their academic knowledge to practical problems in the workplace. Career exploration opportunities extend the school setting to actual work place sites. These opportunities are designed to improve academic performance and motivation in school, provide realistic career information, and bridge the gap between education and work.

In this Chapter

This chapter explains career exploration programming. The chapter is intended to provide a general understanding regarding the different types of programs and activities, objectives, and characteristics of effective programs of career exploration. In addition, the benefits of career exploration programs for students and employers are identified for the reader.

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Career Exploration Programs

Career exposure programs are often called career exploration programs. Programs of career exposure or exploration require the active involvement of the community, business, industry, and labor to introduce and create an awareness of job and career opportunities. Career exploration programs are school sponsored and supervised programs in which the intent is to increase students' (K-adult) knowledge about careers and the need for career planning. Career exploration programs and/or activities usually involve students as

unpaid observers or participants and can be for time periods ranging from single or multiple class sessions, to several days, to several weeks in length at one or more employer locations.

This chapter will overview and explain the benefits of short-term career exploration activities which generally occur as part of a course or program, (e.g. guest speakers, field trips) job shadowing, and unpaid work experience.

Participant Outcomes

Short-term carer awareness programs are designed for students to:

- develop more realistic academic and career plans for their Education/Employability Development Plans;
- develop realistic understandings of the relationship between education and the world of work; and,
- increase career awareness.

Required Design Criteria for Career Exploration Programs

Field Trips, Guest Speakers, and Job Shadowing

Field trips, inviting guest speakers to present career information, and job shadowing experiences usually are limited in duration from one to a few hours. Instructors, counselors, and school site coordinators are required to follow all district or college policies when arranging for these career exploration activities. Since each district or college policy varies, readers are asked to consult local policies for rules and procedures for arranging guest speakers, field trips, and conducting job shadowing activities. Further general information on directed field trips and using subject matter experts to present information can be found in the listed resources in this chapter.

Unpaid Work Experience

However, student-learners may also be placed with a worksite mentor for a more extended time period on a non-paid basis, as part of a program or course requirement. The student is mentored by a worksite supervisor who exposes the student to various aspects of the industry. The student-learner is not compensated because the student does not perform services for the purpose of advancing the business enterprise. Rather, the employer permits the student-learner to obtain exploration to the work involved in a particular occupation under the supervision of regular employees or the employer. The

unpaid student-learner has the status of a trainee, not an employee. The trainee status remains as long as all of the following criteria apply:

1) the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a school;

2) the training is for the benefit of the trainees or students;

3) the trainees or students do not displace employees, but work under their close supervision;

4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students -- on occasion, operations may actually be impeded;

5) the trainee or students are not necessarily entitled to a job at the conclusion of the training period;

6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training;

7) the training should not be for more than a total of 45 hours with any participating employer and must be conducted under a written training agreement;

8) the student-learner(s) shall have received safety instruction prior to placement; and,

9) Worker's Compensation coverage needs to be secured through the employer's or educational agency's policies.

Benefits of Career Exploration Programs

Benefits to Students

The following student benefits for career exploration programs and activities have been identified in the literature and by reviewing authorities:

- applied learning is increased;
- assistance with the selection of potential careers;
- enhanced self-esteem;

- expanded in-school learning opportunities by exposure to successful role models and community leaders; and
- improved attendance and motivation.

Benefits to Employers

Career exploration programs help employers to create career awareness of school-to-work transition programs among employers. The following employer benefits for career exposure programs and activities have been identified in the literature and by reviewing authorities:

- link education and business in support of the educational program;
- provide employer input into the educational process; and,
- create employer recognition in the community for school/community involvement.

Keys to Successful Programs

- a trained coordinator or school site mentor is given reassigned time to perform connecting activities, supervise the program, and perform liaison activities with worksite mentors;
- education in school is closely linked to career exploration at each worksite (training agreements and plans are recommended for extended career exploration activities);
- counseling and guidance is given to each student prior to the unpaid work experience;
- evaluations of the worksite experiences are used for student and program improvement; and,
- participants are given certificates or other tangible evidence of accomplishment for assigned tasks or competencies.

Credentials

Upon completion of career exploration programs the participants are provided with:

- a *Certificate of Achievement*;

- academic credit toward graduation, as part of a regular course or program; and,
- experiences and materials for planning and documentation in an E/EDP or a student portfolio.

Resources

Agencies and Associations

Michigan Jobs Commission, School-to-Work Initiatives, 201 N. Washington Square, Lansing, MI 48913, (517) 373-6227.

Michigan Department of Labor, Bureau of Employment Standards, 7150 Harris Dr., Box 30015, Lansing, MI 48909, (517) 322-1825.

Michigan Department of Education, Office of Career and Technical Education, Box 30009, Lansing, MI 48909, (517) 373-3365.

Materials

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American Association for Vocational Instructional Materials (AAVIM). 2nd edition. *Direct field trips.* Module C-1. Athens, GA: University of Georgia.

Anable, S. (1992). *Mentoring: The power link between education and careers.* Traverse City, MI: Traverse Bay Intermediate School District.

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Michigan Department of Labor, Bureau of Safety and Regulation. (1992). *Legally employing teenagers in Michigan.* Lansing, MI: Author.

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Northwest Regional Educational Laboratory. (1988). *Hand in hand: Mentoring young, ideabook for mentors.* Portland, OR: Author.

Stull, W.A. (1990). *The work experience planner*. Cincinnati, OH: South-Western Publishing Company.

Chapter 4
Service Learning

Overview

Background

The concept of service learning has been encouraged for a long time. Educational theorist, John Dewey, wrote that actions directed toward the welfare of others stimulates academic and social development. In the 1930's William Kirkpatrick introduced the "Project Method of Instruction", which stated that learning should take place in settings outside of school and be designed to meet real community needs. With the passage of the *National Community Service Act of 1990* renewed interest has occurred in schools for the concept of community service which is tied directly to the school's curriculum.

Service learning programs may be incorporated into college or tech prep programs, may focus on careers, or may be designed to improve academic or technical skills. Service learning programs can accommodate students of diverse abilities, backgrounds, levels of maturity, independence, and academic achievement.

Service learning programs can be established in K-12 settings, two and four year colleges, graduate, and continuing education programs. Effective programs of service learning join academic study and service to communities so that the service makes immediate and relevant the academic study.

In service learning programs , students can spend a few days, weeks, a semester, a summer, or an entire year in formal study and at the same time work with others to meet human needs in the neighborhood, the community, on a college campus, or away from campus, in a particular state, or abroad in a foreign country.

In This Chapter

This chapter explains service learning programs and key features. This chapter is not intended to provide an extensive historical review of service learning, but rather to provide a general understanding of service learning programs in relationship to the school-to-work system. This chapter covers the following:

Topic	See Page
Service Learning Programs	4-2
Participant Outcomes	4-2
Required Design Components of Service Learning Programs	4-3
Benefits of Service Learning Programs	4-3

Keys to Successful Programs 4-4
Credentials 4-5
Resources 4-5

Service Learning Programs

Service learning is a teaching/learning method that connects meaningful community service with academic learning, personal growth, and civic responsibility.

Service learning programs emphasize the contribution of useful services to an organization or community by students. The learning, which occurs as a result of the experience, is usually awarded academic credit through independent study or as part of a course. Service learning involves the integration of service opportunities with academic learning by incorporating lessons from work into the classroom curriculum.

Service learning combines the two dimensions of study and service. Service learning provides students with a better understanding of the nature of human institutions, behavior, and culture. Early involvement of students in service learning opportunities teaches students that they can make a difference.

As they care for younger children, the sick, the elderly, and the handicapped, complete community improvement projects, serve as reading or math tutors, and perform countless other tasks which without their help would remain undone, students discover both the need and rewards of service. In addition, students learn to apply their education to human problems and develop a commitment to public service.

Service learning can provide exposure to private and public sector career opportunities, real world experiences, and allow students to be actively involved in "work" prior to actual career employment.

Participant Outcomes

Service learning programs are designed for participants to:

- improve academic skills by connecting classroom/course/ program experiences with relevant community activities;

- provide an interdisciplinary approach to learning through the integration of math, science, social science, humanities and technology;
- improve student self-esteem through active learning;
- develop citizenship skills through active participation in the community;
- develop critical thinking skills on important moral and ethical issues; and,
- provide career education opportunities by experiencing the world of work.

Required Design Criteria of Service Learning Programs

Service learning programs must have the following required design elements:

1) Students must be active participants in thoughtfully organized service experiences which meet actual community needs and are coordinated in collaboration with the school and community;
2) The service learning opportunity must be integrated into a student's academic, career, or technical curriculum;
3) Structured time must be provide for a student to think, talk, or write about what the student did and saw during the actual service activity;
4) Service learning opportunities must provide students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
5) The service learning opportunity must enhance what is taught in school by extending student learning beyond the classroom and the community and helps to foster the development of a sense of caring for others.

Benefits of Service Learning Programs

Benefits for Students

Several benefits for service learning programs have been identified through literature reviews, research, and by reviewing authorities.

Student benefits include the following:

- enhanced self-esteem;
- development of community minded citizens;
- interactive learning environment;
- improved academic skills with contextual learning focus; and,
- career exposure opportunities.

Benefits to the Community

Service learning programs also benefit local communities. Community benefits include:

- contributions of students to community development and renewal;
- recipient individuals receive direct aid, human involvement and personal empowerment; and,
- recipient agencies receive infusion of creativity from participating students.

Benefits for the Educational Agencies

Since service learning activities are directed at community needs, the community becomes more aware of what the schools are doing with students and in their programs. Benefits for educational agencies include the following:

- increased parental, community, and employer involvement in the schools;
- improved teaching methods including such strategies as cooperative learning, and thematic instruction; and,
- increased public support for students, schools and the curriculum.

Keys to Successful Programs

Service learning programs can be accomplished in school settings as part of an instructional unit in an existing class, as an independent study activity, as an extra credit assignment, as part of a community service course, as part of a school or campus-wide service theme, as a requirement for graduation, as part of a career and leadership

development organization or club project, as part of a volunteer program, or in an after school activity.

Regardless of how service learning is provided the following key steps should be taken to insure a successful service learning program:

- brainstorm ideas by looking at school, neighborhood, city, state, national or world needs;
- focus on each idea and evaluate it for practicality by discussing the benefits, limitations, resources, personnel and agencies that can assist with or support the activity;
- implement the activity with enthusiasm;
- reflect on the accomplishments of the activity through student discussion and dialogue; and
- evaluate the activity by examining the planning process, results, and recommendations for improvements.

Credentials

The following credentials are possible for students for successful completion of a service-learning opportunity:

- academic credit for the activity or as part of a course or program grade;
- documentation of teamwork, leadership, problem-solving, volunteerism, and career exposure experiences for use in a student managed portfolio or as a future employment reference.

Resources

Agencies and Associations

Council for Adult and Experiential Learning 10840 Little Patuxent Parkway, Columbia, MD, 21044, (301) 997-3535.

Michigan Campus Compact, Venture Grants, 31 Kellogg Center, Michigan State University, East Lansing, MI, 48824-1022, (517) 353-9393.

National Society for Internships and Experiential Education, 122 St. Mary's Street, 2nd Floor, Raleigh, NC, 27605.

SERVE-Michigan Grant Program. Michigan Department of Education, Office of Grants and Technology, Lansing, MI (517) 373-1809.

Materials

Adams, P. & Marzaollo, J. (1992) *The helping hands handbook.* New York, NY: Random House, Inc.

Byrne, E. & Wolfe, D. (1980). *Developing experiential learning programs for professional education.* Columbia, MD: Council for Adult and Experiential Learning.

Johnson Foundation, Inc. *Principles of good practice for combining service and learning.* Racine, WI: Author.

Keeton, M. (1980). *Defining and assuring quality in experiential learning.* Columbia, MD: Council for Adult and Experiential Learning.

Kendall, J., Duley, J, Little, T., Permaul, J. & Rubin, S. (1986). *Strengthening experiential education within your institution.* (post-secondary). Raleigh, NC: National Society for Internships and Experiential Education.

Kielsmeier, J. & Cairn, R. *Growing hope: A sourcebook on integrating youth service into the school curriculum.* Roseville, MN: National Youth Leadership Council.

Kromer, T.P & Hitch, E.J. (1993). *Service Learning: A beginning. A step-by-step approach to implementing service learning in the P-12 classroom.* Lansing, MI: Michigan Department of Labor, (Contract No. 0271) supported by the Commission on National and Community Service.

Logan, S. (1991). *The kids can help book. New York,* NY: Putnam Publishing Co.

The Partnership for Service Learning. *Linking learning and service through colleges for students with communities.* (booklet). New York, NY: Author.

Chapter 5
School-based Enterprises

Overview

Background

A school based enterprise takes students from a traditional educational program into an educational program that provides learning experiences within a productive work setting. Although they can be established in any geographical location, school-based enterprises work well in areas where the employer base is often too limited to support extensive employer support for paid work-based education programs, such as cooperative education plans, school-to-apprenticeships, and apprenticeships.

School based enterprises also use student energy and initiative to respond to social needs that private employers are not in business to address directly. School based enterprises enable young people to be entrepreneurs by creating and running their own businesses. The students learn all the different aspects of what it takes to succeed in business.

Some school-based enterprises sell their products and services for money, while others do not. Sometimes students are paid for working in the student enterprise, but more typically students are not paid while participating in the school-based enterprise.

Some examples of school-based enterprises include housing renovation and construction, school stores, restaurants, auto repair shops, student operated banks and credit unions, child care centers, and co and extra-curricular entrepreneurial efforts, such as yearbook publication, recycling waste materials, selling livestock and various sales projects performed by student organizations.

In This Chapter

This chapter explains school-based enterprises. It is not the intention to provide an extensive review of school-based enterprises, but rather to provide a general understanding of school-based enterprises in relationship to the school-to-work system. This chapter covers the following topics:

Topic	See Page
School-based Enterprises	5-2
Participant Outcomes	5-2
Required Design Criteria of School-based Enterprises	5-2
Benefits of School-based Enterprises	5-3
Keys to Successful Programs	5-4

Credentials 5-4
Resources 5-4

School-based Enterprises

A school-based enterprise is an activity sponsored or conducted by a school, that engages groups of students in producing goods or services for sale or use to people other than the students involved.

A school-based enterprise is a form of work-based education which can occur in elementary, secondary and post-secondary schools, colleges, and universities. School-based enterprises generally have been created to teach entrepreneurship, provide practical application for skills taught in the classroom, enhance social and personal development, and to support economic development.

Participant Outcomes

School-based enterprises are designed to provide students with the following:

- learning experiences to develop academic, career and technical skills by linking the school's curriculum with work in a productive setting;
- an opportunity to promote positive work attitudes, teamwork, and develop personal and interpersonal skills;
- knowledge about owning, operating, and managing an entrepreneurial endeavor; and,
- an opportunity for paid employment, if appropriate, in a school supervised setting.

Required Design Criteria for School-based Enterprises

Each school-based enterprise is organized to achieve specific purposes and is dependent upon available resources. Before establishing a school-based enterprise the following design criteria must be addressed:

1) Sponsorship refers to the legal and organizational aspects of the enterprise. Some school-based enterprises are extensions of the regularly scheduled program, while others occur after school as part of co-curricular or extra-curricular student organization. Some school-based enterprises may require separate incorporation.

2) Designation of a person to serve as a learning manager, advisor, or entrepreneur for the enterprise. While students are encouraged to take responsibility for many activities, an individual who typically is an instructor must be ready to put in extra time and effort.

3) Determining what to make or do. The availability of laboratories and productive facilities often dictates the type of goods and services to be sold. However, if the enterprise will provide products and services to a market outside of school then local businesses or unions may want to serve on an advisory board for the enterprise.

4) Initial capital to organize the enterprise. Internal school accounts, the sale of stock certificates, corporations, individual business-persons, and foundations are potential sources of capital to initiate a school-based enterprise.

5) Participation by students. Responsibilities for planning, organizing and managing the enterprise will need to be determined; and

6) Periodic evaluation of the enterprise must occur to determine if the intended educational outcomes are being accomplished.

Benefits of School-based Enterprises

Recent research (Stone, 1989) indicates that when comparing school based enterprise students with students engaged in jobs outside of school and not supervised, school based enterprise students indicated that they:

- read more and used more math;
- made more use of school skills;
- improved their academic skills;
- were helped in learning how to learn;

- were more inclined to see the relationship between the school based enterprise work and school; and,
- were influenced in their career choice.

Keys to Successful Programs

Keys to successful school-based enterprises include the following:

- enthusiastic and skilled instructors who can develop student enthusiasm for the activity; supportive administrators, business, parents, and community members who advise or serve on a program advisory board for the enterprise; and,
- emphasis placed on the acquisition of academic or occupational skills rather than merely production.

Credentials

The following credentials are possible for students for successful participation in a school-based enterprise:

- academic credit for the experience as part of a course grade;
- documentation of teamwork, leadership, problem-solving, and skill development experiences for use in a student managed portfolio.

Resources

Agencies and Associations

Business Professionals of America (BPA) 5454 Cleveland Avenue, Columbus, OH, 43231-4021, (800) 334-2007.

DECA, An Association of Marketing Students, 1908 Association Drive, Reston, VA. (703) 860-5000

Enterprise High, The Center for Studies of Alternatives in Education, Macomb ISD and Oakland University, 44001 Garfield Road, Mt. Clemens, MI. (810) 286-8800 Ex 287.

FFA, National FFA Center, 5632 Mt. Vernon Memorial Highway, P.O. Box 15160, Alexandria, VA 22309-0160, (703) 360-3600.

Future Homemakers of America (FHA-HERO), Lock Box Operations, P.O. Box 1400, Falls Church, VA, 22041, (703) 476-4900.

Health Occupational Students of America (HOSA), 6309 N. O'Connor Road, Suite 215, LB #117, Irving, TX, 75039-3510, (800) 321-HOSA.

Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036 (212) 582-5150

Marketing Education Resource Center, 1375 King Avenue, P.O. Box 12279, Columbus, OH: 43212-0279 (800)-448-0398.

National Entrepreneurship Consortium, Center for Education and Employment, The Ohio State University, 1960 Kenny Road, Columbus, OH: (800) 848-4815.

National Federation of Independent Business, Research and Education Foundation, 150 West 20th Avenue, San Mateo CA: 94403

Vocational Industrial Clubs of America (VICA), P.O. Box 3000, Leesbury, VA, 22075, (703) 777-8810.

Materials

Changing Times Education Service. (1987). *Risks and rewards.* St. Paul, MN: EMC Publishing, Inc.

Junior Achievement, Inc. (1982). *Project business.* Colorado Springs, CO: Author.

Junior Achievement, Inc. (1990). *Applied economics: Curriculum for high school students*, 3rd edition. Colorado Springs, CO: Author.

Allen K. & Meyer, E. (1994). *Entrepreneurship and small business management.* Mission Hills, CA: Glencoe Division of MacMillan/McGraw Hill Publishing Company

Anderson, L. & Lochhead, L. (1989). *Open for business: Student manual.* Mission Hills, CA: Glencoe Division of MacMillan/Mcgraw-Hill Publishing Company.

Center for Education and Employment. (1994). *Program for acquiring competence in entrepreneurship (PACE).* 3rd edition. Columbus, OH: Author.

Fallek, Max (1985). *How to set up your own business.* Volumes 1 & 2. Minneapolis, MN: American Institute of Small Business.

Michigan State Board of Education. (1986). *The school store...Making it work.* 2nd edition. Lansing, MI: Author.

Stern, D. (1984). "School-based enterprise and the quality of work experience: A study of high school students." *Youth & Society*, 15(4), 401-427.

Stone, J. R. (1980) "The evolution of a school business enterprise." *VocEd.* 55 (2), 47.

Stone, J.R. (March, 1989). *Learning from school based work experience programs.* Paper presented at the Annual Meeting of the American Educational Research Association: San Francisco, CA.

Chapter 6
Career Internship Programs

Overview

Background

Career internships represent a method of instruction used in academic and occupational learning programs. They also represent a longer term, more intensive, and professionally-oriented variation of career exploration programs. The term "career internship" is most closely associated with post secondary programs. Career internships in community colleges and universities are also known by such names as clinicals, externships, field study, and practicums.

Worksite mentors are expected to expose the intern to the actual operation of the agency, business, or organization and provide a variety of structured learning experiences identified through a training agreement. The training agreement, which is often accompanied by a training plan, is developed in conjunction with the school site coordinator and provides for close and regular supervision of the student.

At the post secondary level participation in an internship is often required as part of a career major or degree program. Academic credit is awarded, the internship can be paid or unpaid and is usually one semester in length.

According to a recent study by the Division of Policy Analysis and Research of the American Council on Education in Washington, DC, 25% of undergraduates today participate in internships or cooperative plans.

For more information on cooperative eduction plans see *Implementing the School-to-Work System: A Guide to Work-based Learning, Part I* in this series.

Many career internships are required for credentials and state licensing in a profession. (e.g. dietetics, nursing, teaching, etc.)

At the secondary level, academic credit is normally not awarded for short term career exploration experiences. Each experience is considered part of the overall grade and credit awarded for the academic or occupational program in which the student is enrolled. Although typically called "unpaid work experience" some districts recently have begun to refer to this experience as a high school internship.

In this Chapter

This chapter explains career internship programs and key features. This chapter is not intended to provide an extensive historical review of career internships but rather to provide a general understanding of career internship programs in relationship to the school-to-work system. This chapter covers the following topics:

Topic	See page
Career Internship	6-2
Participant Outcomes	6-2
Required Design Criteria for Career Internship Programs	6-3
Benefits of Career Internship Programs	6-3
Keys to Successful Programs	6-4
Credentials	6-5
Resources	6-5

Career Internship Programs

Career internship programs represent a period of time spent in a business, industry, or other agencies for the purpose of providing a student with opportunities to gain insight and direct experience related to one or more functions of the organization. Internships give students paid or unpaid work experience in a career field of study. Academic credit is normally awarded as part of a program or as a requirement for degree completion.

Participant Outcomes

Career internship programs are designed to provide students with an opportunity to:

- receive on-site exposure and training in various careers while participating in a related academic or occupational program;
- develop a realistic understanding of the relationship between education and the world of work;
- enhance positive self-image;
- assist in the selection of a career;

- expand learning opportunities by using community resources; and,
- serve as a "capstone" experience for professional accreditation in a degree or certificate program.

Required Design Criteria of Career Internship Programs

Special provisions for unpaid career internship programs are required under the state and Federal labor laws, rules, and regulations. These provisions are as follows:

1) The training is for the benefit of the student (intern);

2) The intern does not displace a regular employee, but does work under a regular employee's close supervision;

3) The participating employer does not derive an immediate advantage from the activities of the intern; and,

4) The intern is not necessarily entitled to a job at the conclusion of the training period.

In paid career internship programs wages should be in conformance with all Federal, state and local laws, rules and regulations; including non-discrimination against any student because of race, color, sex, national origin or ancestry. This policy of non discrimination shall also apply to otherwise qualified handicapped individuals.

Benefits of Career Internship Programs

Benefits for Students

Several benefits for career internship programs have been identified through literature reviews, research, and by reviewing authorities. Student benefits include the following:

- increased understanding of a work organization and the responsibilities associated with the organization by its members;
- opportunity to explore a career interest area and gain valuable work experience for future employment;
- opportunity to put theory learned in the classroom into practice in a "real life" setting;

- specific knowledge is gained about various aspects of an occupation, including but not limited to budgeting, personnel administration, organizational structure, program planning and implementation, delivery of products/services and evaluation of results; and,

- experience to make more informed decisions about future career pathways and needed continued education and training.

Benefits for Employers

Career internships also benefit employers. Employer benefits include the following:

- interns, if paid, generally receive lower wages and reduced benefits during the learning experience;

- opportunity to "test market" a human resource without high risk and liability;

- opportunity to bring new ideas and fresh approaches to established professionals and the organization; and,

- potential source of full-time, permanent professional employees who already know important aspects of the agency, business, or organization.

Keys to Successful Programs

Career internships or "unpaid work experiences" can be conducted as part of a regular academic, career and technical program in secondary settings. More typically, career internships are a requirement for degree or certificate completion in a community college or university. Regardless of location, the following components have been found to be keys to successful programs:

1) program advisory committees are established to advise and assist school personnel with program development and implementation;

2) coordinated learning occurs between the educational agency and the worksite. The training provided at the worksite is designed to provide planned experiences in a chosen occupation, which are supervised by the school site coordinator and the worksite mentor;

3) training agreements outline responsibilities of each party (employer, student and school) to the career internship experience;

4) training plans outline the planned professional experiences which should occur at the worksite; and,

5) a school site coordinator with assigned time is responsible for connecting activities including performing coordination activities, liaison activities, technical assistance, placement assistance, and follow-up activities.

Credentials

Under career internship programs students are evaluated by the work site mentor in cooperation with the school site coordinator. Upon successful completion of a career internship students receive the following:

- academic credit as part of a regular course or separately, if part of a degree or graduation requirement;
- written evaluations from work site mentors for documentation in a career portfolio;
- *Certificate of Completion* for documentation of worksite based experience; or,
- *Professional Credentials and Licensing* in selected professions or occupational areas.

Resources

Agencies or Associations

Executive High School Internship Association, 434 North Tampa Avenue, Orlando, FL 32805 (305) 423-9256. (high school).

Michigan Center for Career and Technical Education, College of Education 230 Erickson Hall, East Lansing, MI 48824-1034 (800) 292-1606.

Michigan Jobs Commission, School-to-Work Office, 201 N. Washington Square, Victor Office Center, 3rd Floor, Lansing, MI 48913 (517) 373-6432.

National Society for Internships and Experiential Education, 3509 Haworth Drive, Suite 207 Raleigh, North Carolina 27609-7229. (919) 787-3263. (college).

Materials

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National Society for Experiential Education. (1994). *The national directory of internships*. (1994-1995 ed.). Raleigh, NC: Author.

Stanton, T. K. & Ali, K. (1994). *The experienced hand: A student manual for making the most of an internship*. Raleigh, NC: National Society for Experiential Education.

Chapter 7
Career Academies

Overview

Background

Career academies are occupationally focused high schools that usually contain "a school within a school program" ranging from two to four years in length. More than 250 career academies were in operation nationally in 1994, some of which were established as early as the 1960's. Career academies typically serve high school juniors and seniors in such areas as environmental science, horticulture, business education, health occupations, travel and tourism, and engineering. Most career academies contain elements which are also found in school-to-work systems, such as:

- Integration of academic and technical content. Career academies are structured to encourage academic and technical instructors to collaborate and cooperate in planning the curriculum. Typically, joint planning periods provide the time for teachers to jointly plan for the program. Student employment opportunities and employer involvement focus on academic work which is applied to the workplace.

- Effective and systematic links are established between the local educational agencies and the business community. Education agencies provide academic education and technical training. Employers provide career exposure opportunities at the worksite to allow students to apply school-based learning to actual real world situations.

In this Chapter

This chapter explains career academies. The chapter is intended to provide a general understanding regarding the nature and scope of career academies. Participants outcomes, required design criteria, potential benefits, and keys to successful academies are identified for the reader.

Topic	See Page
Career Academies	7-2
Participant Outcomes	7-3
Required Design Criteria for Career Academies	7-3
Benefits of Career Academies	7-4
Keys to Successful Programs	7-4
Credentials	7-5
Resources	7-5

Career Academies

Career academies, which are sometimes referred to as magnet schools are typically organized around a single employer or a consortium of employers in an industry (or across industries regarding a specific occupation). Employers assist educators in designing a separate school or school within a school program around a single theme such as the arts, science and technology, electronics, languages, environmental science, etc. Assistance that is generally provided to the school includes curriculum development, equipment donations and/or purchases, consultant services, instructional materials, part-time or summer employment opportunities.

In Michigan, career academies can be established as charter schools or public school academies. Charter school or public school academies can be publicly funded through a formalized approval process through the state board of education.

Michigan's public school academies, which are often used interchangeably with the term "charter schools" are public schools that are organized as non-profit corporations and governmental entities. The governing boards of local school districts, intermediate school districts, state universities and community colleges are eligible to authorize these entities.

Michigan Charter School legislation provides local community partnerships and employers great flexibility in designing innovative school-to-work programs. Examples of such innovations include:

- learning centers which can be established to serve school drop-outs;
- business/industry focused charter schools which can be located at the employer's site; or,
- career academies which can be established by local community partnerships.

Career academies can be established as an alternative approach with existing public school or established solely as a separate public school academy. To become a public school academy, the non-profit corporation must apply to one of previously discussed governing boards with a detailed application. If a school district denies an application, the applicant can seek another sponsor, or

appeal with signatures of 15% of the electors in that school district, thereby requiring the district to have a ballot election on the issue.

Participant Outcomes

Career academies are designed for participants to:

- increase awareness of career opportunities within a particular occupational area;
- learn science, math, technology, and communications skills in real life contexts around and occupationally focused theme; and,
- obtain employment or gain the necessary prerequisite skills to pursue advanced training and education in the occupational area.

Required Design Criteria for Career Academies

The following are essential design criteria for separate career academies and are identified in the document *Starting a Charter School (Public School Academy)* under Michigan's Public School Academy law (Public Act 362 of 1993):

1. **Cleanliness** -- all administrators, teachers, students and parents/guardians are responsible for the cleanliness of the facility. (Cleanliness is viewed not as a condition, but an attitude.);
2. **Safety** -- a drug and weapon free zone must be established which includes the school, encompassing areas, and any school controlled external recreational facilities;
3. **Parental involvement** -- a specific number of parent/school contact hours should be defined in the Charter as an important condition for student progress;
4. Accreditation requirements must include the core curriculum as defied by PA 25 of 1990 as amended (MCL. 380.627 er. seq.);

5. School-to-work skills should be identified in the school curriculum with performance outcomes and criteria specified; and,

6. Performance based assessments are required.

Benefits of Career Academies

Benefits to Students

Students directly benefit from career academies in several unique ways. For many students, these benefits include the following:

- education is made more meaningful and relevant, because the work-based component is integrated with the in-school education and training program;
- access to potential employment opportunities is improved after successful completion of the program; and,
- better articulation often occurs between the career academy program and postsecondary institutions, if participants desire to continue education and training.

Benefits for Employers

Career academies have several benefits for employers. The benefits for employers include the following:

- ability to share resources with educational agencies for human resource development purposes;
- potential source of new employees who already understand some aspects of the industry; and,
- full partners with the education establishment in the development and delivery of high-quality work-based learning to all participating students.

Keys to Successful Programs

Although each career academy is unique in its approach to education and training, successful career academies often share the following components:

- teams of academic and technical instructors who cooperate in planning programs, curriculum, school and work-based learning activities;

- block scheduling of courses are often exceeding single classes periods allowing time for off site learning and team teaching opportunities;
- reduced class sizes to allow for greater individualization and "hands on" training;
- partnerships with businesses to provide relevant curriculum and work-site learning experiences, such as summer jobs and internships during the school year; and,
- a career theme focused around good labor market demand and employment opportunities upon completion.

Credentials

The following credentials are possible for students for successful completion of a career academy program:

- academic credit for the courses taken leading to a high school diploma; and,
- documentation of industry skills standards leading to employment and/or continuing education.

Resources

Agencies and Associations

Ford Academy of Manufacturing Sciences (FAMS), Ford Motor Company-World Headquarters, The American Road (Room 307), Dearborn, MI, 48121, (313) 845-3052.

Michigan Center for charter Schools, 913 W. Holmes, Lansing, MI, 48190, (517) 335-0561.

Michigan Center for Career and Technical Education, Michigan State University, 230 Erickson Hall, East Lansing, MI, 48824-1034, (800) 292-1606.

Michigan Department of Education, Governor's Office for Charter Schools, P.O. Box 30013, Lansing, MI, 48909, (517) 335-0561.

Michigan Jobs Commission, Office of School-to-Work, 210 N. Washington Square, Lansing, MI, 48913, (517) 373-6432.

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Glossary

all aspects of an industry

all aspects of the industry or industry sector a student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues, and environmental issues, related to the industry or industry sector.

all students

includes students from the broad range of backgrounds and circumstances, including disadvantaged students, students of diverse racial, ethnic, and cultural backgrounds, students with disabilities, students with limited English proficiency, students who have dropped out of school, and academically talented students.

apprenticeship

a relationship between an employer and an employee during which the worker or apprentice, learns a trade. The training lasts a specific length of time. An apprenticeship covers all aspects of the trade and includes both on-the-job training and related instruction.

Also known as **registered apprenticeship program.**

approved state plan

a School-to-Work Opportunities plan that is submitted by a State, is determined by the Secretaries of Education and Labor to include the basic program components and otherwise meets the requirements of the Act, and is consistent with the State's plan under the Goals 2000: Educate America Act.

career academies

a single employer or a consortium of employers in an industry (or across industries regarding a specific occupation) which design a school or school program around a single theme such as the arts, science and technology, electronics, languages, environmental science etc. as a source of potential entry workers. Assistance generally provided to the school include curriculum development, equipment donations and/or purchases, consultant services, instructional materials, part-time or summer employment opportunities.

Also known as **magnet schools.**

career exploration

typically non-paid learning activities designed to introduce and create awareness of job and career opportunities through the use of career fairs, clinicals, externships, field trips, guest speakers, internships, job shadowing, mentoring, practicums, and unpaid experience.

Also known as **career exposure**, and **directed occupational experience**.

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career guidance and counseling

a program -

A) that pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision-making, placement skills and knowledge and understanding of local, State, and national occupational, educational, and labor market needs, trends, and opportunities;

B) that assist individuals in making and implementing informed educational and occupational choices; and,

C) that aid students to develop career options with attention to surmounting gender, race, ethnic, disability, language, or socioeconomic impediments to career options and encouraging careers in nontraditional employment.

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career exposure

the active involvement of the community, business, industry, and labor to introduce and create awareness of job and career opportunities through career fairs, guest speakers, mentors, sponsorships, and field trips to increase student knowledge of careers and the need for career planning.

Also known as **career exploration**.

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career major

a coherent sequence of courses or field of study that prepares a student for a first job and that -

A) integrates academic and occupational learning, integrates school-based and work-based learning, establishes linkages between secondary and postsecondary educational institutions;

B) prepares the student for employment in a broad occupational cluster or industry sector;

C) typically includes at least 2 years of secondary education and at least 1 or 2 years of postsecondary education;

D) provides the students, to the extent practicable, with strong experience in and understanding of all aspects of the industry the students are planning to enter;

E) results in the award of a:

i) high school diploma or its equivalent, such as:

I) a general equivalency diploma; or
II) an alternative diploma or certificate for students with disabilities for whom such alternative diploma or certificate is appropriate;

ii) a certificate or diploma recognizing successful completion of 1 or 2 years of postsecondary education (if appropriate);

iii) a skill certificate; and,

F) may lead to further education and training, such as entry into registered apprenticeship program, or may lead to admission to a 2 or 4 year college or university.

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career pathways — term used for all the possible options including K-12 education, work experience, military, apprenticeship, advanced training and/or post secondary education that an individual can use and/or experience to secure a rewarding and successful career.

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certificates of mastery — See **skill certificate**.

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clinicals — See **internship**

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community services — voluntary service projects undertaken by groups of students and individual volunteers which give students worker roles at a degree of complexity and level of responsibility that they could not ordinarily find in paid employment. As volunteers, students are not limited to the restrictions imposed by child labor law provisions.

See also **service learning**.

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connecting activities — the coordinated involvement of employers, schools and students with such activities as, matching students with work-based learning

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	opportunities; providing for the inservice of counselors, teachers, and mentors; helping with the placement of students in jobs; further education and/or training; and follow-up on students' progress after graduation. See also **coordination activities.**
contracted instruction	career and technical education instruction and support services provided by business, industry, and private educational agencies through formal written agreements with public education agencies. This arrangement can be a class size or less than class size program.
cooperative education	a method of instruction that combines work-related learning experiences available in the community with instruction provided in an educational institution.
cooperative education plans	school-sponsored plans that help students gain competitive occupational skills at industry standards by linking the school's occupational program/course of study with carefully supervised on-the-job training and performance.
coordination activities	the process of integrating the administrative, organizational, and instructional activities of work-based learning programs. See also **connecting activities**
coordinator	an educator who coordinates school and occupational experiences for students. Sometimes referred to as a(n) co-op coordinator, instructor-coordinator, counselor-coordinator, school-to-work coordinator, school site mentor, or teacher-coordinator.
diversified cooperative education	a program to provide vocational education in schools where the required training facilities are lacking. On-the-job training is combined with classroom instruction through an agreement among the school, an employer, and a student. A diversified occupations coordinator places students in several occupational areas and works cooperatively with instructors who provide related vocational instruction. Also known as **diversified occupations.**
employer	general term for any individual, corporation, or other operating group which hires workers and includes both public and private employers.

employer certified program	employer or employer groups which provide structured on-the-job training and paid employment. The training is closely linked to the instruction provided by a school partner. The employer commitment is normally less than a three year apprenticeship program. Employers do not agree to hire enrollees after program completion, but it is a frequent occurrence.
experiential education	refers to the many practices of utilizing out-of-classroom, off-campus resources as a learning laboratory.
externship	a program to give an advanced student paid work experience and training in the workplace. See also **field study** and **internship.**
field trips	short, school-supervised visits to a work-site, which are designed to supplement in-school instruction with relevant, real world situations.
field study	term primary used at the post-secondary level for academically credited field experiences designed to meet specific academic objectives. Field study can be general and interdisciplinary in nature or oriented toward specific pre-professional training. See also **externship**, **internship**, and **practicums**
internship	a period of time spent in the business, industry, or other agency for the purpose of providing a student with opportunities to gain insight and direct experience related to one of more functions of the organization. Internship gives a student paid or unpaid work experience in a career field of study. Unpaid internships usually give school credit. Also known as **clinicals**, **externships**, **field study**, and **practicums**
job shadowing	an experiential learning activity which is normally designed to be a short-term, non-intrusive direct observation of individuals who are directly involved in the work place.
job supervisor	See **training sponsor** and **worksite mentor**

local partnership	a local entity that is responsible for local School-to-Work Opportunities programs and that- A) consists of employers, representatives of local educational agencies and local postsecondary educational institutions (including representatives of area vocational education schools, where applicable), local educators (such as teachers, counselors, or administrators, representatives of labor organizations or non-managerial employee representatives, and students, and B) may include other entities as identified in the Act.
magnet schools	See **career academies**
mentor	a person of age or experience seniority who undertakes to guide the career development of a younger person or person of lesser experience.
mentorship	a term used for students who spend time with a skilled worker in their area of interest who provides information and guides work experience and skill development.
on-site school-based enterprise	a firm which locates a branch of its business on school grounds and allows students to do the work of the enterprise (i.e. credit unions, restaurants).
on-site training	a firm locates a training center on the school grounds and selects some of the students to work in an off-campus location (i.e. Best Western Hotels).
on-the-job training	the instruction in the performance of sequentially planned tasks given a student by an employer during usual working hours. Learning experiences involve both the theoretical application and the skill aspects of the learning situation.
practicum	See **internship**

pre-apprenticeship	educational programs or courses that prepare potential workers (youth and adults) for entry into a Registered Apprenticeship Program. Also known as **school-to-apprenticeship** and **youth apprenticeship.**
registered apprenticeship agency	either the Bureau of Apprenticeship and Training in the U.S. Department of Labor or a State apprenticeship agency recognized and approved by the Bureau of Apprenticeship and Training as the appropriate body for State registration or approval of local apprenticeship programs and agreements for Federal purposes.
registered apprenticeship program	a program registered by a registered apprenticeship agency.
related instruction	instruction specifically designed to improve personal and social skills, provide needed basic education and develop relevant occupational skills and knowledge. Instruction should be regularly scheduled, complement occupational learning experiences, and be planned and developed to meet the specific needs of each student. Instruction should include occupational information and related work-adjustment skills.
school-based enterprise	an activity sponsored or conducted by a school, that engages groups of students in producing goods or services for sale or use to people other than the students involved.
school-based learning	career exploration and counseling, choice of a career major or cluster, and a planned program of study that is based on high academic and skill standards, which may include postsecondary as well as secondary school preparation.
school site mentor	a professional who is designated as the advocate for a particular student, and who works in consultation with classroom teachers, counselors, and the employer to design and monitor the progress of the student's school-to-work program. Also known as **coordinator, co-op coordinator, school-to-work coordinator, teacher-coordinator**

school-to-apprenticeship	an employer, employer association, or the employer and the union, establish a program that allows high school students to participate in a registered apprenticeship program while completing their requirements for graduation. Also known as **pre-apprenticeship** and **youth apprenticeship.**
school dropout	a youth who is no longer attending any school and who has not received a secondary school diploma or a certificate from a program of equivalency for such a diploma.
school-to-work transition	the process by which a student who has demonstrated mastery of basic academic skills, acquires practical and technical knowledge to progress into a productive and satisfying job or career in the labor force.
Secretaries	means the U.S. Secretaries of Education and Labor.
service learning	programs which emphasize the contribution of useful services to an organization or community by students and the learning which occurs as a result of the experience is usually credited. Service learning involves the integration of service opportunities with academic learning by incorporating lessons from work into the classroom curriculum, i.e. cleaning up a local stream while studying ecology and pollution. Service learning can provide exposure to private and public sector career opportunities, real world experiences, and allow students to be actively involved prior to reaching "employment age."
service opportunity	a program or project that enables participants to perform meaningful and constructive service in agencies, institutions, and situations where the application of human talent and dedication may help to meet human, educational, linguistic, public safety, and environmental community needs.
skill standards	statements which identify the knowledge, skill, and level of ability an individual needs to perform successfully in the work place. Standards can be tailored to any occupational cluster or industry to reflect its particular needs and environment.

skill certificate

a portable, industry-recognized credential issued by a School-to-Work Opportunities program under a statewide School-to-Work Opportunities plan submitted by a state and approved by the Secretaries of Education and Labor certifying that a student has mastered skills that are benchmarked to high-quality standards.

Also known as **certificates of mastery**.

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student learner

a person enrolled in a cooperative vocational education program who alternates instruction in school with a job in any occupational area.

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teacher coordinator

an educator who teaches technical and related subject matter to students preparing for employment and coordinates classroom instruction (related instruction) with learning activities at the training station. The teacher-coordinator is responsible for the evaluation procedures used in he program.

See also **coordinator, co-op coordinator, school site mentor,** or **school-to-work coordinator.**

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training agreement

a written agreement that outlines the specific responsibilities of the student-learner, the employer, the parent or guardian, the teacher-coordinator and the school district to a work-site based education program.

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training plan

an educational plan often used in conjunction with a training agreement. Specific job tasks to be learned on the job and in the educational institution are included, along with an organized plan for the orderly acquisition and progression of job, duties, and tasks.

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training sponsor

an individual directly responsible for supervising students' on-the-job learning experiences.

Also known as **job supervisor,** and **work site mentor**.

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training station

an organization providing on-the-job training experiences for students enrolled in a cooperative education program.

Also known as **employer** and **work site**.

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work experience	a generic term that is used as an umbrella for any type of work experience (paid or non-paid, for credit or non-credit).
work-based education	a planned program of job training and experience that make use of business and industry sites as part of the school's curriculum. Also known as **work-site based learning** and **work-site learning**.
work-based learning	See **work-based education**.
work-site learning	See **work-based education**.
workplace mentor	means an employee at the workplace who possesses the skills and knowledge to be mastered by a student, and who instructs the students, critiques the student's performance, challenges the student to perform well, and works in conjunction with classroom teachers and the employer. Also known as **job supervisor**, **training sponsor** or **worksite mentor.**
work-study	College Work-Study program which provides work experience provided to postsecondary students with financial need while attending an educational institution. Under this federally funded program, students can receive work assignments on or off campus. On-campus assignments are 100 percent reimbursed by the federal government. If off-campus, the government contributes 80 percent of the student's wages and the host organization 20 percent. Students can work part-time during the school year and full-time during the summer. In Michigan the term is also used for special education students who are participating in a supervised special education school to work transition program coordinated by a school official known as a special education work-study coordinator.
youth apprenticeship	program designed for secondary students whereby the students are placed in apprenticeship positions with local employers, become indentured and registered as apprentices while completing their high school education. After high school program completion, the students continue their apprenticeship with an area business and post secondary institution. Also known as **pre-apprenticeship** & **school-to-apprenticeship**.

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